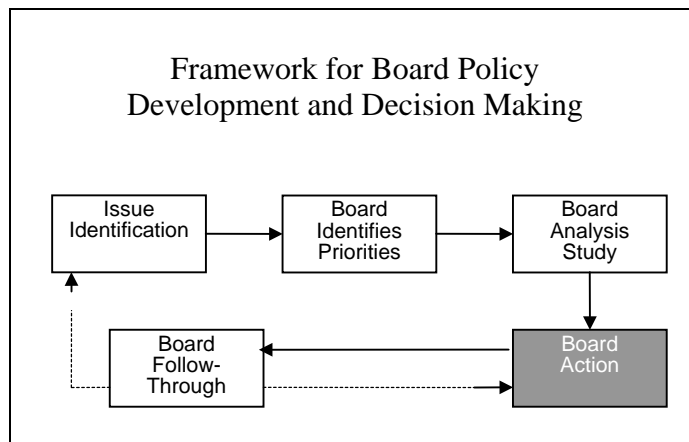


Iowa State Board of Education

Executive Summary

July 26-27, 2006

**Agenda Item:**

St. Ambrose University's Practitioner Preparation Program

Iowa Goal:

3. Iowans will pursue higher education that results in an improved quality of life supported by better economic opportunities through high skill employment.

Equity Impact Statement:

The practitioner preparation program standards support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter:

Arlie Willems, Administrative Consultant
Practitioner Preparation
Division of Early Childhood, Elementary, and Secondary Education

Attachments:

1

Recommendation:

It is recommended that the State Board approve the St. Ambrose University practitioner preparation program through the completion of the next program approval process, scheduled for 2011.

Background:

Iowa Code 282—14.102(272) grants authority to the state board of education to set standards and approve practitioner preparation programs based on those standards. St. Ambrose University met the program approval standards as approved by the state board.

**Recommendation for Continuing Approval
of
Saint Ambrose University**

July 27, 2006

Saint Ambrose University is a private, liberal arts, diocesan institution of higher learning with a strong Catholic heritage located in Davenport, Iowa. As a program within St. Ambrose University, the Teacher Education Program (TEP) has as its mission to prepare teachers who are professionally ethical, who possess the knowledge and skill in current educational theory and practice needed to serve all learners in diverse educational environments, and who possess the general skills needed to adapt to and create the learning environments of the future. As a whole, the St. Ambrose University Teacher Education Program strives to prepare competent, caring, and qualified teachers. (TEP minutes, 11/4/04)

St. Ambrose graduated 84 new teachers during the 2004-05 school year. The Clarke Education Department offers twelve endorsements within the Early Childhood and Elementary Education programs, nineteen endorsements within the Secondary Education program, and four K-12 endorsements as well as a Master of Education in Special Education and a Master of Education in Teaching.

The Iowa Department of Education review team met in Des Moines on February 3, 2006, to conduct a full-day preliminary review of the St. Ambrose program. Comments and questions from that review were sent to Dr. Tracy Schuster-Matlock who responded with additional information at the time of the site visit.

The site visit occurred April 18-20. During that time, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the St. Ambrose Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty Performance and Development, Clinical Practice, Assessment of Candidate Knowledge, and Assessment of the Unit. A final report was sent to the program, and a thorough rejoinder has been received by the DE; the Program is now ready to be submitted to the State Board of Education for continuing approval.

**SAINT AMBROSE UNIVERSITY
PRACTITIONER PREPARATION PROGRAM APPROVAL**

I. Unit Governance and Resources

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The team applauds the fact that all coordinators and directors are given release time for their administrative tasks and that stipends are given to Teacher Education Program (TEP) faculty for additional work. The University is commended for such support of the program.
- Compensation of cooperating teachers and practicum teachers is commendable.
- TEP faculty members are eager to collaborate with colleagues in and outside of the program for the benefit of the program and its students. The TEP faculty work hard to involve Arts and Sciences professors in the advising and assessment of secondary students.
- Students speak highly of the availability and level of assistance from education professors. Faculty members obviously care deeply about their students.
- The library, media services, and instructional technology programs on campus offer excellent services to the TEP faculty and students.

Concerns/Recommendations

- There is a need for additional facilities for the TEP in a variety of areas, including the Curriculum Library, classrooms, conference and meeting rooms, lab and storage space, technology up-grades, and facilities for the Reading Clinic. The team encourages the department and university administration to seriously consider how these facility needs can be met.
- Teaching overloads appear to be common among the faculty. The team supports the university's initiative to address this issue campus-wide.
- The advising loads for some education faculty members are considerably higher than the campus average.
- The graduate program and the secondary program would both benefit from an additional professor.

Items that must be Addressed Prior to State Board Action: None

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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II. Diversity

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The University is commended for its comprehensive approach to diversity: a focus on changing the culture of the campus, followed by written policies reflecting that new campus view. Faculty members interviewed indicated the strong support for diversity by the University President.
- Students interviewed indicated that diversity is a theme that is interwoven within the content of most courses. Also, the Culture and Society class is a required diversity course for all undergraduate students.
- Conversations with the president indicate a vision to develop a Peace and Justice Center. This vision appears to align with the University's culture and policies on diversity. The University is encouraged to pursue this vision.
- Instructional Technology/Media Services personnel strive to meet the needs of students with disabilities through specialized software and assistive technology device. Additionally, student services include a Center for Students with Disabilities that provides instructional support to address the unique learning needs of disabled students.

Concerns/Recommendations

- Interviews with university administrators indicate the difficulty of getting people of diverse backgrounds to apply for faculty positions. Once diverse faculty members are recruited there are few supports in place to sustain the appointment. The University recognizes the need to build in supports for these appointments and their families.

Items that Must Be Addressed Prior to State Board Action: None

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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III. Faculty

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- Students consistently and overwhelmingly report their appreciation of faculty; they describe faculty as knowledgeable, approachable, caring, and positive role models.
- Strong academic credentials are demonstrated. Eleven of thirteen faculty members have a Ph.D. or Ed.D. The other two are working on dissertations. All adjunct faculty members hold a Masters degree; one holds a Ph.D.
- Faculty has teaching experience in content areas; all are current with the 40-hour requirement.

Concerns/Recommendations

- The team recommends hiring a full time faculty member to decrease advisee load and use of adjunct faculty for teaching and supervision of student teachers.

Items that Must Be Addressed Prior to State Board Action: None

Institutional Response**Final Recommendation**

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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IV. Clinical**Initial Team Recommendation**

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- Candidates in the teacher education program exceed the state requirement for field experience hours – for observation and participation in school settings.
- Materials prepared in educational courses are applicable to true teaching settings.
- Student teachers are well prepared in content.
- Student teachers expressed confidence in their own teaching skills and comfort in classroom settings.
- Both cooperating teachers and student teachers noted flexibility as a product of the learning process at St. Ambrose.

COMMENTS FROM COOPERATING TEACHERS/PRINCIPALS:

- “St. Ambrose has high expectations for candidates.”
- “Student teachers help outside classroom – rehearsals, concerts, games, shows, contests, tutoring, safety patrol, intramurals, staff meetings.”
- “Student teachers are chomping at the bit – ready to teach right away.”
- “Student teachers write incredible lesson plans.”
- “Communication that I’ve had with St. Ambrose is outstanding.”

COMMENTS FROM STUDENTS/STUDENT TEACHERS:

- Many students and student teachers remarked on the advantages of the small class sizes at St. Ambrose – providing personal attention.
- Many student teachers reflected on the beneficial field experiences throughout their studies at St. Ambrose.
- “My professor remembers what it is like to be in a classroom – this is really great.”
- Description of the program: “(They) hold you in a nest in classes – then let you go out and bloom as a teacher.”

Concerns/Recommendations

- The program should consider stream-lining communications with cooperating teachers – further clarifying calendars/deadlines, expectations, and requirements.

Items that must be Addressed Prior to State Board Action

- 1) St. Ambrose education department must continue the development of a form tracking diversity within field experiences and student teaching.

St. Ambrose Response: *For the past year, the TEP has been tracking the placement of its candidates in field experiences and student teaching to evaluate if, in fact, graduates have had a variety of experiences with a variety of students and schools. At this time, the TEP is continuing to maintain this tracking system for individual candidates. As the data continues to grow, the program will be able to advise students for future placements based on their need for “diverse placements.” In addition, the program is looking at ways to have students monitor their own placement information while they are candidates of the TEP.*

- 2) St. Ambrose education department must develop contracts/agreements with local schools/districts for all field experiences.

St. Ambrose Response: *For the fall semester, the TEP will be sending out contracts to schools/districts where all candidates are placed. A copy of the contract was included in the institutional response.*

- 3) St. Ambrose must clarify how Mock Interviews will occur in the future.

St. Ambrose Response: *With guidance from the State Team, the program has decided to use the Mock Interview form included in this response. Likewise, the TEP will be making a point (beginning in the fall) to inform and remind all cooperating teachers and student teachers about this form, its purpose, and how to utilize the form. This will be done during cooperating teacher training, student teacher seminars, and reminders from university supervisors.*

Final Recommendation: Now that the above items have been addressed, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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V. Candidate Assessment

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The program has charted alignment of the Danielson model with INTASC, the state requirements, and the Iowa Teaching Standards. A solid rationale for the use of the Danielson model has been established and implemented.
- Candidates can articulate the alignment of Danielson's components to the program.
- Syllabi exhibit strong alignment with professional national standards, e.g. International Reading Association.
- Candidates demonstrate strong liberal arts knowledge.

Concerns/Recommendations: Some candidates lack an understanding of the professional dispositions that are assessed in the program. Students need to be made aware of the professional dispositions in their courses as they are assessed on them in all their field experiences.

Graduate Program for Endorsement: Master of Education in Special Education

(Note: The endorsement can be earned without completing the Masters)

Strengths

- Courses are rigorous with clearly defined high expectations. Instructors provide excellent modeling.
- Adjunct instructors complement the program; they offer practical, field-based experience and expertise.
- Supervision and evaluation of student teaching is solid with rich, specific and meaningful feedback.

Concerns/Recommendations

- Some ambiguity exists in the candidates' understanding of "graduate credit" and "credit towards graduate degree."
- The graduate program might consider streamlining methods/procedures for communication among students, among faculty, across disciplines, etc

Item that must be Addressed Prior to State Board Action: Reading in the content area for secondary candidates is inconsistent. Some of the secondary endorsement areas are required to take the stand-alone course EDUC 336 Content Reading while other have been allowed to add content reading into their specific methods courses. As a result, it appears that reading strategies have not been integrated in art, P.E., music and math. Please provide the DE with a plan for addressing content reading throughout the program.

St. Ambrose Response: *The education department will provide in-service and continuing support for Art, Music, P.E. and Math departments during the fall of 2006 on the aspects of content reading as it relates to teacher preparation and their courses. This is a temporary solution to provide appropriate instruction to current candidates.*

As a long-term solution, the Secondary Education Department will create a content reading/literacy course for all secondary and K-12 candidates.

Final Recommendation: Now that the above item has been addressed, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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VI. Program Assessment

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- Clearly defined criteria exist with multiple assessments for admission to the TEP.
- All stakeholders were involved in the development and ongoing evaluation of the assessment system. The faculty is commended for their commitment and dedication to develop the unit assessment plan for elementary, secondary and early childhood programs.
- Resources were provided to develop, implement, and coordinate the unit assessment plan.
- Data on the program has been compiled, analyzed, and is now being used to inform the decision making process in the unit.
- Assessment is a collaborative ongoing process with a strategic plan for continuous improvement.

Concerns/Recommendations

- The team encourages the program to build a stronger collaborate network with content area faculty and TEP.
- The team encourages the program to continue work on defining and assessing dispositions of candidates. The work in dispositions in the Teacher Quality Enhancement Grant may be of assistance.

Items that must be Addressed Prior to State Board Action: None

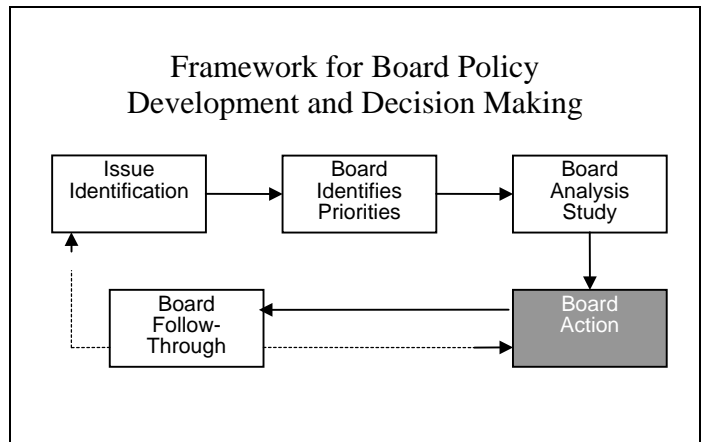
Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Iowa State Board of Education

Executive Summary

July 26-27, 2006



Agenda Item: Ashford University's Undergraduate Practitioner Preparation Program

Iowa Goal: 3. Iowans will pursue higher education that results in an improved quality of life supported by better economic opportunities through high skill employment.

Equity Impact Statement: The practitioner preparation program standards support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.

Presenter: Arlie Willems, Administrative Consultant, Practitioner Preparation Division of PK-12 Education

Attachments: 1

Recommendation: It is recommended that the State Board approve the Ashford University undergraduate practitioner preparation program through the completion of the next program approval process, scheduled for 2011.

Background: Iowa Code 282—14.102(272) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards.

On August 3, 2000, the State Board granted continuing approval to the Mount St. Clare College practitioner preparation program. In 2002 the name of the institution was changed to The Franciscan University. In the spring of 2005, The Franciscan University was renamed Ashford University when it became a wholly owned subsidiary of Bridgepoint Education, Inc. The Ashford University undergraduate program has met the program approval standards as approved by the State Board.

**Recommendation for Continuing Approval
of
Ashford University Undergraduate
Practitioner Preparation Program**

**(Formerly approved as Mount St. Clare College, later changed to
Franciscan University of the Prairies)**

July 27, 2006

Ashford University is a private higher education institution offering graduate and undergraduate programs “on-ground” at its Clinton campus as well as on-line nationally. The University, originally named Mount St. Clare College, was founded in 1918 by the Sisters of St. Francis as a junior college for women. In 1950 the college was accredited by the North Central Association of Colleges and Schools and has since maintained its accreditation. Baccalaureate degree programs were initiated in 1979; in 2002, as the institution added graduate degrees, the name of the school was changed to The Franciscan University, later The Franciscan University of the Prairies. In 2005, The University was renamed Ashford University when it became a wholly owned subsidiary of Bridgepoint Education, Inc., a holding company housed in Poway, California.

The Ashford University undergraduate program graduated thirty new teachers during the 2004-05 school year. The Ashford undergraduate elementary and secondary programs offer a total of seventeen endorsements. Both undergraduate programs are conducted on-campus; faculty and programming are a continuation of the teacher education program approved under the name Mount St. Clare.

The Iowa Department of Education conducted a one-day on-campus visit in August, 2005. The review team met in Des Moines on February 2, 2006, to conduct a full-day preliminary review of the Ashford program. Following that meeting, a summary of questions and requests for additional information was sent to Ms. Karla Grant-McClure, Associate Dean for the Ashford program. A detailed response to our questions and requests was provided prior to the site visit conducted April 3-5, 2006.

During the site visit, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Ashford Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty Performance and Development, Clinical Practice, Assessment of Candidate Knowledge, and Assessment of the Unit. A final report was sent to the program; upon receipt of the site visit team’s report, the Ashford program began work on the requirements specified by the DE. A rejoinder has been received by the DE; the Program is now ready to be submitted to the State Board of Education for continuing recommendation.

**ASHFORD UNIVERSITY UNDERGRADUATE
PRACTITIONER PREPARATION PROGRAM APPROVAL**

I. Governance and Resources

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- Undergraduate faculty members are an important part of the unit. As such, they have been involved in programming decisions and changes made over time in the undergraduate program.
- Full time faculty members teach the majority of courses.
- Candidates see the student-teacher ratio as a strength of the undergraduate program.
- The undergraduate faculty continues a long tradition of collaborating with local school personnel.
- The advisory committee is knowledgeable regarding the undergraduate program; members of the committee are supportive of the work of the undergraduate program.
- The University Library and Curriculum Resource Center have been recipients of significant recent purchases/purchase approvals.

Concerns/Recommendations

- Faculty members are teaching a large number and variety of courses. In addition, some have heavy advising loads. While the team was told that credit will now be assigned for advising, there was uncertainty as to whether teaching loads will be reduced or overload pay will be assigned.
- More frequent meetings of the advisory committee would provide better input and feedback to the program.
- It appeared to the team that the undergraduate program has continued to function as a unit in a manner similar to the way that it did when the program was part of the Franciscan University and, earlier, Mount St. Clair. Unclear to the team was the involvement of administration, beyond the new associate dean, in operations of the undergraduate program.

Item that must be Addressed Prior to State Board Action: None

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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II. Diversity

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- The Admissions Office is expanding their recruitment efforts to metropolitan areas outside of Iowa.
- Candidates in the on-ground program are comfortable with the atmosphere, finding faculty and staff supportive and welcoming of all students.

Item that must be addressed prior to recommendation to the Board: The team did not see a University strategic plan that included diversity. Specific plans to support diversity would be an important focus for Ashford University; these plans should be presented to the Department of Education.

Ashford University Response: *The Ashford University 2006 Strategic Plan was supplied to the Department of Education; the plan targets the needs of non-traditional students desiring accelerated programs, second and third generation Hispanic-American students, ethnic and international populations, veterans, students requiring financial assistance, and traditional students.*

The College of Education realizes that as candidates with diverse backgrounds are enrolled, a plan must be in place to provide support that allows students to achieve their personal and academic goals. As outlined in the Strategic Planning Cycle included in the Strategic Plan, the unit will be drafting goals and detailed plans during September – October 2006. At that time, the unit will identify possible means to support teacher candidates from diverse backgrounds. These plans will be submitted to the Iowa Department of Education.

Final Recommendation: Now that the above item has been addressed, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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III. Faculty

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- Candidates express appreciation for the personal interest and guidance exhibited by the undergraduate faculty.
- Many of the undergraduate faculty members have recent K-12 teaching and administrative experience; all undergraduate faculty members are involved in the area schools.
- Many faculty members expressed positive feelings about the work climate and collegiality within the unit.
- The undergraduate faculty works together as a team, communicates well with each other, and shows evidence of genuine respect for one another.

Concerns/Recommendations

- One faculty member currently supervising secondary students has teaching experience only on the elementary level. The unit should address this situation.

Items that Must Be Addressed Prior to State Board Action: None

Final Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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IV. Clinical**Initial Team Recommendation**

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- Cooperating teachers reported that supervision is consistent. Student teachers are typically observed every other week. If a student teacher needs additional help, the supervision is increased with increased coaching.
- The candidates feel supported by the faculty and staff; instructors are available for assistance.
- Sample candidate lesson plans were appropriately detailed.
- All of the cooperating teachers asked mentioned the strength of the one-day workshop. "There are no gray areas. You know when to do what."
- As indicated by the comments below, undergraduate student teachers are well prepared for their responsibilities and enter student teaching with professional, positive attitudes.

COMMENTS FROM COOPERATING TEACHERS/PRINCIPALS:

- “The practicum students often went above and beyond what they were asked to do.”
- “Student teachers are well prepared.”
- “Student teachers are ready to jump right in”
- “There is excellent cooperation and communication between Ashford and the schools.”
- “The student teacher was like another teacher walking into the room, so well prepared, mature and passionate about teaching.”
- “Methods and classroom management were strong. The student teachers are naturals.”
- “The people who do placement put time and effort into finding a perfect match; if a student has a specific need or weakness, the placement is developed according to the strengths of the cooperating teacher.”
- “The methods preparation is strong. There is no time for fluff. There are no cute holiday activities. Instead there are questions like, ‘What value does this have?’”

COMMENTS FROM STUDENT TEACHERS:

- “I enjoyed the practicum experience and I was excited about teaching right away.”
- “I was ready. My teachers were great, and my field experience was strong.”

Concerns/Recommendations

- Students are so locked into a tight schedule in order to meet all their requirements that they would like to see more classes offered at night. In this way, their daytime hours could be used to do field experiences.

RESPONSES FROM COOPERATING TEACHERS/PRINCIPALS:

- “Content was generally good, but the student teacher was uncomfortable with higher order math skills.”
- “Make sure the reading strategies and grammar skills are in place in all candidates.”

COMMENTS FROM OBSERVATIONS:

- The team’s observations were limited because of distances to placements, small numbers of student teachers, and an emergency at the local high school. The student teachers observed were knowledgeable, mature, strong managers. It is important, however, to remember that best practice challenges students to think critically and analytically, to sometimes be out of their seats, interacting, asking questions, and working together. The best teachers do not totally control their students, but rather encourage students to control themselves.

Item that must be Addressed Prior to State Board Action: The Ashford Education Department is asked to design and implement a system to track diversity for individual candidates in field placements.

Ashford University Response: *The College of Education will track diversity for individual candidates in field placements by means of forms that were submitted to the DE. These forms track the field placements with regard to school, grade level, and subject matter as well as the diversity of each school district with regard to student population, free/reduced lunch, teacher/student ratio, teacher gender, student ethnicity, special-needs students, at-risk students, and district enrollment.*

Final Recommendation: Now that the above item has been addressed, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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V. Candidate Assessment

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- Candidates know INTASC Standards, can articulate the standards' content, and are able to reflect on their own performance centered on the standards.
- The undergraduate program has been revised to include a course in reading in the content area.
- The infusion of technology in the undergraduate program has been a positive change.
- Elements of diversity (student learning and language and culture differences, exceptionality, and use of instruction and technology to enhance learning) are embedded in a variety of required course work.

Concerns/Recommendations

- Portfolio rubrics, performance rubrics and field experience rubrics need to be based on performance standards. Ashford is urged to continue to develop evaluation tools for performance that are based on standards.
- Dispositions are measured primarily by letters of recommendation. Recommenders are self selected and are given no information about quality teacher dispositions. Assessment of dispositions needs to be on-going throughout the program.

Items that must be Addressed Prior to State Board Action:

- 1) Please provide the Iowa DE with a plan for increasing the use of performance assessment throughout the program.

Ashford University Response: *Performance assessment will be included in the scheduled program review during the 2006-2007 academic year. The unit will seek ways to increase the use or types of performance assessment where appropriate.*

- 2) Please provide the Iowa DE with sample rubrics that reflect the INTASC Teaching Standards.

Ashford University Response: *The program submitted sample rubrics/assessment tools; most were for use in practica while two were used in math the math methods course. The*

DE encourages the program to continue development of such rubrics for candidate performances in courses throughout the program.

- 3) Please provide the Iowa DE with evidence or a two-year plan for assessing dispositions throughout the program.

Ashford University Response: *A plan has been submitted to the DE outlining assessment of dispositions at specific points in the program. The DE encourages the program to include in the plan specific ways for faculty to contribute to this assessment in a continual basis, not merely at specific points.*

The program is asked to submit a follow-up report of these requirements to the DE by August 1, 2007.

Final Recommendation: Now that the above items have been addressed, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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VI. Program Assessment

Initial Team Recommendation

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Strengths

- Candidate knowledge of and reflection upon INTASC standards is apparent within the undergraduate program.
- The unit uses multiple measures of both content and pedagogy.
- Inclusion of local community college representatives on the advisory committee is seen by the team as a unique and positive policy.

Concerns/Recommendations

- The Ashford IR states that the unit collaborates to ensure valid and reliable assessment measures, yet the unit has collected no data. Ashford also states that assessment data is used to inform program change; however, data was not present to allow the team to

determine whether it is being used to inform decision-making and assessment changes. Following the program's involvement in the Teacher Quality Enhancement Grant, the DE expects to see increased data collection and usage in the near future.

- While multiple measures of content and pedagogy are used, authentic assessment was not evident in the document center for the team to review.

Items that must be Addressed Prior to State Board Action

- 1) Please provide the Iowa DE with the methods by which candidates become familiar with the standards of such professional organizations as NCTE, IRA, and NCTM.

Ashford University's Response: *The program provided a) assignments in methods courses that require candidates to reference specific content standards and b) additional requirements during student teaching to reinforce candidates' awareness of specific content standards.*

- 2) Please present to the Iowa DE the current status of the assessment plan being developed through the Teacher Quality Enhancement Grant.

Ashford University's Response: *The program provided a timeline for the continued development of the assessment plan through the TQE Grant. The DE encourages the program to focus on review and improvement of the current assessment plan. Use of LiveText will be only as successful as the plan upon which it is based.*

- 3) Please provide the Iowa DE with a plan for follow-up feedback from graduates and their employees. Through the Teacher Quality Enhancement Grant, the Iowa DE and the Iowa Board of Educational Examiners may be helpful in the future in providing locations of graduates practicing in Iowa.

Ashford University's Response: *The Credential File Coordinator will be responsible for surveying graduates annually and surveying employers every three years, beginning in 2007.*

The program is asked to submit a report to the DE including the surveys and results following the completion of the first round of surveys.

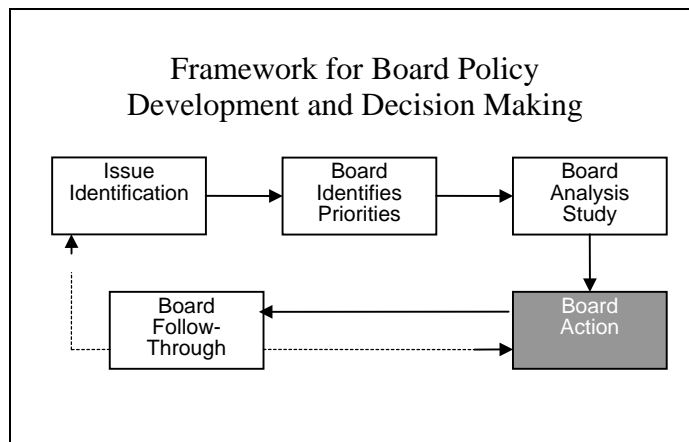
Final Recommendation: Now that the above items have been addressed, this standard is met.

Met Or Met with Strength	Met Pending Conditions Noted Below	Not Met
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Iowa State Board of Education

Executive Summary

July 26-27, 2006



Agenda Item:	Ashford University's Master of Arts in Teaching Practitioner Preparation Program
Iowa Goal:	3. Iowans will pursue higher education that results in an improved quality of life supported by better economic opportunities through high skill employment.
Equity Impact Statement:	The practitioner preparation program standards support the improvement of instructional practices and strengthen the quality of educator preparation and professional development programs to give educators at all levels the skills they need to improve teaching and learning.
Presenter:	Arlie Willems, Administrative Consultant, Practitioner Preparation Division of PK-12 Education
Attachments:	1
Recommendation:	It is recommended that the State Board grant conditional approval limited to the cohort of candidates who have completed the appropriate coursework and are scheduled to student teach in the fall of 2006. Conditional approval will extend to March 1, 2007, for these candidates to accommodate completion of the portfolio course, EDU 698, following student teaching.
Background:	<p>Iowa Code 282—14.102(272) grants authority to the State Board of Education to set standards and approve practitioner preparation programs based on those standards.</p> <p>In August 2004, the State Board conditionally approved The Franciscan University's three new online Masters of Arts in Teaching (MAT) programs with a follow-up evaluation to be conducted at the end of the 2004-05 academic year and a full review to be conducted during 2005-2006.</p> <p>In spring 2005, The Franciscan University was renamed Ashford University when it became a wholly owned subsidiary of Bridgepoint Education, Inc. In August of 2005, Department staff visited the Ashford University campus and met with the President of the University, the Vice-president, the Dean of Education, and various faculty members and students regarding the MAT programs. On August 11, 2005, the State Board granted conditional approval, effective through the completion of a full program review. A full program review has been completed, including a site visit April 3-5, 2006.</p>

**Recommendation for Conditional Approval
of
Ashford University Master of Arts in Teaching
Program for Initial Secondary Licensure:**

**Limited to the cohorts of candidates who have completed the
appropriate coursework and are scheduled to student teach in the fall of
2006;**

**Conditional approval would end March 1, 2007,
allowing the above candidates' completion of the portfolio course,
EDU 698, following student teaching.**

July 27, 2006

Ashford University is a private higher education institution offering graduate and undergraduate programs “on-ground” at its Clinton campus as well as on-line nationally. The University, originally name Mount St. Clare College, was founded in 1918 by the Sisters of St. Francis as a junior college for women. In 1950 the college was accredited by the North Central Association of Colleges and Schools and has since maintained its accreditation. Baccalaureate degree programs were initiated in 1979; in 2002, as the institution added graduate degrees, the name of the school was changed to The Franciscan University, later The Franciscan University of the Prairies. In 2005, The University was renamed Ashford University when it became a wholly owned subsidiary of Bridgepoint Education, Inc., a holding company housed in Poway, California.

The Ashford University Masters in Teaching (MAT) is an on-line program leading to initial licensure in secondary education in eleven endorsement areas. Candidates are expected to meet the endorsement content requirements as a result of previous coursework. As of May 1, 2006, 101 candidates were students in the program; 40 candidates are scheduled to student teach in the fall of 2006, five in Iowa. 18 of the total 101 candidates are Iowa residents; the remainder of the candidates reside in 25 states.

Timeline for the Ashford MAT program:

- August 12, 2004: Conditional approval for three on-line programs, including MAT
 - Teacher Intern Program
 - Master of Arts in Teaching for Initial Secondary Licensure
 - Master of Arts in Teaching for Initial Secondary Licensure, combined with the Teacher Intern Program
- Spring, 2005: Purchase of The Franciscan University (of the Prairies) by Bridgepoint Education, Inc., a holding company housed in Poway, California. School renamed Ashford University
- July 21, 2005: DE one-day visit to Ashford
- August 11, 2005: Conditional approval for the above three programs with full review to be completed in April of 2006
- November 8, 2005: Notification to the DE of Ashford's intention to discontinue the Teacher Intern Program
- December 7, 2005: DE/BoEE meeting with Ashford representatives at Grimes Building
- February 2, 2006: Preliminary Review followed by report to Ashford and submission by Ashford of revised Institutional Report
- April 3-5, 2006: On-site visit
- April 19, 2006: Letter to DE stating that Ashford is discontinuing new enrollments in the MAT Program; the most recent cohort to start the program began January 17, 2006.
- May 24, 2006: DE meeting with Ashford representatives at Grimes Building
- July 14, 2006: Letter from Ashford to DE stating a commitment "to meeting all the standards necessary for a successful teach out of the MAT Program."

During the site visit, team members reviewed documents and interviewed faculty, staff, administrators, students and practitioners affiliated with the Ashford Program. The team examined six standard areas: Governance and Resources, Diversity, Faculty Performance and Development, Clinical Practice, Assessment of Candidate Knowledge, and Assessment of the Unit. A final report was sent to the program. A response has been received by the DE; the complete final report with Ashford's responses follows in this attachment.

The recommendation, limited to conditional approval to allow the 40 fall student teachers to complete the program, is predicated on conditions regarding the student teaching experience.

Approval, conditional or otherwise, is not recommended for any other aspect of the MAT program.

In making these recommendations, The Iowa Department of Education acknowledges concern for candidates who would be unable to complete this program and expresses appreciation to the hard-working, well-intended individuals at Ashford University who have attempted to correct issues of concern.